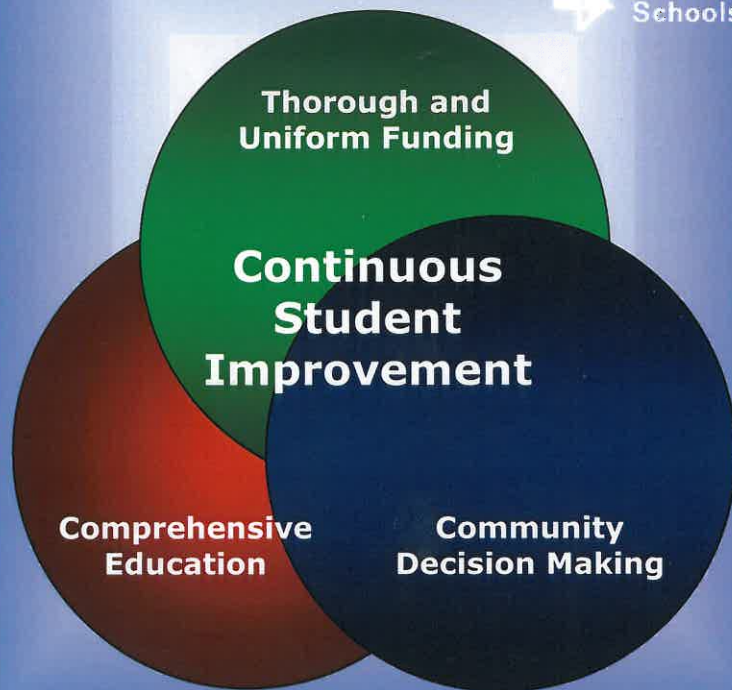


# LEGISLATIVE FOCUS

Littleton  
Public  
Schools



## Continuous Student Improvement

- ◆ The core responsibility of a local school board is to adopt and implement policies and practices that increase student achievement.
- ◆ The LPS Board supports the state's model content standards and assessments and believes that financial resources must be provided to implement both, which includes teacher training, intervention programs, and aligned curriculum and instruction.
- ◆ A full body of evidence which includes district, school, teacher, and state assessments given over time is necessary to make informed judgments about student and school performance.

## Comprehensive Education

- ◆ The LPS Board places a high value on providing curricular, extracurricular, and elective offerings for all students that are in alignment with the priorities and values of the community.
- ◆ The LPS Board supports multiple pathways for students to achieve post-secondary success after high school.

## Thorough and Uniform Funding

- ◆ Local school boards must be provided the financial resources necessary to exercise control of instruction in their schools and implement the state's standards-based education.
- ◆ Priority should be placed on restoring lost funding before new mandates are considered.
- ◆ Funding must be sufficient to graduate productive, life-long learners.

## Community Decision Making

- ◆ Community control of public schools is vested in local school boards and provided by the Colorado Constitution.
- ◆ Instructional decisions should be driven by the community's values and priorities, not by outside interests. A local board should have the flexibility to change curricular requirements as necessary to align with community priorities.

## **REAL accountability to Colorado taxpayers** *Guiding Questions for proposed Legislation:*

### **RESPONSIVE**

- ◆ Is this required by state or federal law?
- ◆ Was comprehensive data used to define the problem and desired outcomes?
- ◆ Were experts and school officials who administer the affected programs engaged?

### **EFFICIENT**

- ◆ Will it streamline or add layers of bureaucracy?
- ◆ Is it redundant or inefficient?
- ◆ Are current staffing levels sufficient to comply with additional requirements?

### **ACCOUNTABLE**

- ◆ Are there measurable outcomes to be achieved by this change?
- ◆ Is there adequate state funding to pay for all direct local costs?
- ◆ Are there models in existence that may provide better outcomes?

### **LOCAL-STATE PARTNERSHIPS**

- ◆ Have local officials in school districts been consulted?
- ◆ Has there been collaboration between districts and state agencies?

*REAL was developed by the Colorado Initiative of Colorado Counties, Inc.  
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## **Students in Littleton Public Schools Achieve at High Levels**

- ◆ Student achievement in LPS in the last decade has continued to increase (as measured by state assessment tests) even though the poverty rate in LPS has more than doubled during that time.
- ◆ LPS students outperform other Denver metro area school districts in most grades and subjects tested on state assessment tests. The poverty level in LPS is as much as twice that of the other higher-performing districts.
- ◆ LPS is the only Denver metro area school district to have been Accredited with Distinction, the highest academic accreditation rating given by the Colorado Department of Education, for the fifth year in a row.
- ◆ LPS high schools have the highest graduation rate and the lowest dropout rate of any high schools in the Denver metro area.
- ◆ 90 percent of LPS graduates are college-bound and earn about \$40 million annually in college scholarships.

[www.littletonpublicschools.net](http://www.littletonpublicschools.net)  
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